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ABSTRACT

Project Upswing is a pilot study sponsored by the Bureau of Educational Personnel Development, U.S. Office of Education, designed to determine whether first grade children with minimal learning difficulties can be aided by volunteer tutors. A major goal is to determine whether children receiving this personalized assistance make more progress than a control group who have similar problems but receive no volunteer aid. Another comparison is between children tutored by volunteers who have received no special training and volunteers with extensive training. Children nominated by their teachers as possibly demonstrating minimal learning difficulties in reading were screened for the program in Denver, St. Louis, Oxford (Mississippi), and San Francisco. Each city identified 150 children for the project. These children were divided into three groups, with approximately 50 children in each group. One group was assigned to trained volunteers, one to untrained volunteers, and one was a control group. Short questionnaires were sent to parents, teachers, and volunteers about two months after the project began. Final questionnaires will be sent near the end of the school year. The questionnaire is designed to obtain views on both preservice and inservice training, as well as the children's progress during their Upswing experience. (WR)

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OPERATIONS RESEARCH, Inc.

SILVER SPRING, MARYLAND

Evaluation of Project Upswing

Interim Report

January 1972

Prepared under Contract No. OEC-0-71-4668(607)
for the U.S. Office of Education
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Washington, D.C. 20202

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FOREWORD

This report presents preliminary findings in the evaluation of Project Upswing now being performed by Operations Research, Inc., for the U.S. Office of Education under contract number OEC-0-71-4668(607). Background data on cities participating in Upswing and the organization of each project were gathered during site visits made at the time of volunteer training. Supplementary information was provided by the individual project directors. Population, employment, and income data are the most recent available, and were provided by the U.S. Bureau of the Census.

The report also includes a profile of the volunteer and teacher populations, summarized from Upswing registration forms completed near the beginning of volunteer training.

It should be remembered that this is a preliminary report, the first in a series of three reports to be prepared by ORI. Thus, care should be taken in interpreting the information given here. Updated information will be provided in later reports.

The opinions expressed in the city profiles are those of the ORI staff and do not necessarily reflect the opinion of the Office of Education.

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I. INTRODUCTION

BACKGROUND

Project Upswing is a pilot study, sponsored by the Bureau of Educational Personnel Development (BEPD), U.S. Office of Education (USOE), designed to determine whether first grade children with minimal learning difficulties can be aided by volunteer tutors. The volunteers work with the children individually, during twice-weekly sessions of 1-hour each. A major goal of Project Upswing is to see whether children receiving this personalized assistance make more progress than a control group of children with similar problems who receive no volunteer aid. A second major comparison will be made between children tutored by volunteers with extensive training and children tutored by volunteers who have received no special training in learning problems often found in first grade children and the techniques for overcoming these problems. Half of the volunteers receive a total of 40 hours of preservice and inservice instruction. The other half of the volunteers receive no formal instruction beyond a 3- to 5-hour orientation to the Upswing program. The volunteers in this second group are more dependent on their own individual resources and the guidance of the classroom teacher than those in the trained group. All volunteers work with the children from November 1971, when the children were identified and screened, until the end of the school year.

Project Upswing is a cooperative effort between the university and the school system in four cities: Denver, Colorado; Oxford, Mississippi; St. Louis, Missouri; and San Francisco, California.[1/] The research design calls for project operation in all cities on a cross section of schools selected to reflect the social, racial, and economic population of the city at large. Typically, this cross section includes between 8 and 14 schools. Oxford, however, has only two elementary schools, one for each of the consolidated school districts in the area. Both are Upswing schools, and because of their size, Oxford had roughly the same number of children as potential participants.

Children nominated by their teachers as possibly demonstrating minimal learning difficulties in reading were screened for the program in each city (see screening procedures described below). As a result of this screening, each city identified a group of 150 children for the project. These children were divided on a completely random basis into three groups as equal in number as possible. (In some cities the numbers of trained and untrained volunteers available prevented assigning exactly 50 children to each group.) One group was assigned to trained volunteers and one to untrained volunteers; the third, a control group, has no Upswing volunteer tutor. Results of extensive pre- and post-testing of all three groups will be used to determine their relative progress during the year. Reading is the primary subject area of concern for evaluation purposes, but any changes in the child's behavior and self-concept are also to be noted. Short questionnaires were sent to the parents, teachers, and volunteers about 2 months after tutoring began. Final questionnaires will be sent to these groups near the end of the school year. Volunteers will be asked to fill out a midterm report form in March. This questionnaire is designed to obtain their views on both preservice and inservice training after they have had experience as Upswing tutors, as well as to fill in the picture of the children's progress during their Upswing experience. In addition, to gain deeper information for analysis, one-

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1/ Originally, a fifth city, Cincinnati, was to have participated. For a number of reasons, however, this project had to be discontinued. A complete discussion of the reasons for the termination of the Cincinnati effort will be presented in Section IV.

third of the volunteers, teachers, and children are to be interviewed at the end of the school year. In particular, the interviews with the children will be designed to determine the impact of tutoring on the child's self-concept.

OPERATIONAL PROCEDURES

Selection Criteria for Children

During October and early November, pupils nominated by their first grade teachers as possibly demonstrating minimal learning difficulties were screened for participation in the Upswing project. The screening process was initiated by having the teachers fill out a Burke Behavior Rating Scale on each potential candidate for Upswing in their respective classes. Those children who had manifest minimal learning difficulties on the Burke scale were then tested for average intelligence (IQ between 85-110) and at least average sight and hearing. The vision test was used to screen out any children who did not have vision correctable to 20/40 or better in the poorer eye. The hearing test required hearing of 25 decibels or better within normal voice range. The Slossen Test of Intelligence was used as the instrument for assuring that all children had the minimal IQ of 85.[2/] The Wide Range Achievement Test then was administered to ascertain whether the children chosen for Upswing were in fact performing below expectations for first grade pupils. The Metropolitan Primer was used to obtain a baseline reading level for all children selected for Upswing. The Metropolitan Primary Test will be used to measure reading level at the end of the first grade.

Training Program Curriculum

The project directors jointly decided at their May meeting which broad topics should be included in the Upswing training program for the volunteers and approximately how much time should be allotted to each of these topics. The 40 hours of training time was divided into 28 hours of preservice instruction and

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2/ Occasional exceptions were made to permit children whose IQ was recorded as slightly higher than 110 to participate. These exceptions will be discussed in the March interim report when the children's individual records are presented.

12 hours of inservice workshops. The preservice training consisted of 8 to 12 sessions lasting 2 or 3 hours each. Topics covered were:

- Orientation to the project (2 hours)
- Child development (3 hours)
- Diagnostic techniques (1 hour)
- Tutoring techniques and materials (22 hours).

Most of the cities chose specialists from nearby school systems and universities to conduct individual training sessions in their particular areas of expertise.

All projects introduced the DISTAR Reading Kit, Level I, and the Peabody Language Development Kit, Level P, as potential teaching tools for the volunteers. In addition to these two techniques each group of volunteers was instructed in child development, other tutoring methods, and specialized techniques for teaching reading chosen by the individual project directors. Untrained volunteers usually received some instruction in techniques and approaches available for use in their tutoring sessions, but they were not encouraged to use the special materials available to the trained volunteers.

The training sessions for volunteers were held throughout September and October. Two to five hours of orientation for untrained volunteers was conducted at either the beginning or end of each city's formal training program.

Actual tutoring was started in all four cities by the end of November. Orientation sessions for parents whose children would be participating in Upswing were to be conducted close to the beginning of tutoring.

Teachers eligible to nominate children for Upswing were given a brief orientation to the project and to the screening process used to identify children with minimal learning difficulties.

II. BACKGROUND DATA ON INDIVIDUAL CITY PROJECTS

DENVER PROFILE

Description of City[1/]

Denver is a densely populated metropolitan area in a rather sparsely populated state. In 1970, 55.6% of the people of the State of Colorado lived in the Denver standard metropolitan statistical area (SMSA). The SMSA population totaled about 1,228,000; 514,678 of these residents lived within the city limits. The racial structure of the city population was as follows:[2/]

White	458,187	89.03%
Black	47,011	9.13%
Other	9,480	1.84%

The majority of workers are in nonagricultural occupations (over 86% in 1970). Wholesale and retail trade was the leading category in 1970 with 24.6% of the SMSA's nonagricultural payroll employees. Government (18.6%), service (18.3%), and manufacturing (17.8%) were the other major occupation categories.

1/ SMSA data from U.S. Department of Commerce, Bureau of the Census, Statistical Abstract of the United States: 1971, Washington, D.C., July 1971.

2/ U.S. Department of Commerce, Bureau of Census, 1970 Census of Population.

Average personal income (SMSA) was 5% above the national average in 1969, and unemployment was relatively low at 2.9% of the total work force. Unemployment rose to 3.3% of the work force in 1970, but still was low compared to the level in other Upswing cities—San Francisco and St. Louis—and to the national average.

Description of Schools

The majority of schools in Denver's large public school system serve predominantly middle income populations. There are no really upper income schools within the city; all of these are in suburban areas. There are a good number of schools in lower income or poverty impacted areas, but most of these are receiving Title I funds. Thus, Denver's 19 Upswing schools include only four low income or poverty impacted schools. There are 5 schools in the upper middle range and 10 in the middle range. It should be noted, however, that the city is now transporting children from poverty neighborhoods to predominantly middle class schools. The university is checking to determine what percentage of Upswing children at "middle" schools are in fact from lower income neighborhoods. The staff plans to investigate whether lower teacher expectations for these children tend to result in over-identification of learning difficulties among them. From this it would be possible to determine if further, specialized training is required to help teachers identify children with learning difficulties more accurately.

DENVER UPSWING VOLUNTEER PROGRAM

Volunteer Program Organization in City

The Denver Public Schools (DPS) have a number of established volunteer projects. All are independently run and loosely coordinated by the school system. No formal program organization is provided, nor is there any scheduled time for volunteer training. DPS does, however, provide workshop and inservice training throughout the school year. Very few of the volunteers in Project Upswing have ever served as volunteers for the city.

Relationship Between School System, Its Volunteer Program, and Upswing Staff

There appears to be a good working relationship between the Upswing and Denver Public School people. The representatives of the DPS office of volunteer service seemed eager to do anything they could to help the university get Upswing started. For example, they arranged for a photographer to take pictures at every training session, as a record of what was taught. It also was planned to use the pictures to publicize the project. Two of the training sessions were conducted by school system personnel, and the volunteer office and the DPS Department of Planning, Research, and Budgeting are helping with Upswing project coordination in various ways.

Upswing Staff

The Upswing director is Dr. Gertrude Meyers, professor of education at Denver University. Dr. Anne Carroll, coordinator for special education at the university, serves as liaison between the School of Education Administration and Project Upswing. The project staff includes two graduate assistants, Shirley Stone and Don Rabush.

Volunteer Recruitment

Denver did not start to recruit volunteers until the first of September. It was felt that a long waiting period between recruitment and training or tutoring would be bad for morale.

The recruitment campaign utilized the news media, advertisements in local newspapers, and publicity at the universities. Recruiting was difficult, but by the time training began there were 67 volunteers for the trained group. There were considerably fewer volunteers for the untrained group.

Assignment to Groups

Division of the volunteers into trained and untrained was accomplished by the following procedures:

- The volunteers were asked which group they preferred and were assigned according to their preferences as much as possible.
- Availability of transportation was also a factor in group assignment.
- No method of matching the two groups was attempted; Dr. Meyers felt, however, that the groups would be similar.

The group assignments were made about a week before the training program began, at an orientation meeting for participating teachers and principals.

Preservice Training

Denver's preservice training program ran from October 18 through October 29, 1971. Tutoring began roughly 2 weeks later, on November 15.

The organization of the training program was kept flexible. Training was collapsed into a 2-week period, with sessions every day. Each morning session was duplicated in the afternoon. Volunteers were encouraged to attend at the most convenient time, to reduce absenteeism.

Environment and Attendance. The meetings were held at the Thipps Tennis House, provided for the purpose free of charge by Denver University. Attendance data were not received in time to be included in this report.

Agenda and Instructors. Denver's training program was comprehensive in covering the topics outlined by BEPD. A total of seven instructors from the university and the school system conducted the training sessions. (ORI's presentation on the role of evaluation in Upswing was given at the first session.) The coordinator for curriculum development from the public schools gave the presentation on child development. The two graduate assistants from the university (who also serve as the project director's assistants) lectured on topics closely related to their major fields of study. The topics included techniques for modifying behavior, and language experience as well as kinesthetic approaches

to reading. A DISTAR instruction session was conducted by the supervisor of language arts from the Denver Public Schools, who directs DISTAR in the schools, and a professor from Denver University lectured on language and learning problems. The project director spoke on the treatment of reading problems and conducted the final session at which the training was evaluated and summarized. The project coordinator also participated in the final session. All of the instructors other than regular Upswing staff members donated their time. (The Upswing staff members, of course, worked on the training as part of their regular university duties.) In general, the training program appeared to be well conceived and the staff carefully selected to instruct in each of the topic areas.

Coordination, Supervision, and Inservice Training

Coordination of volunteer tutoring schedules is being done by the supervisor of the DPS Department of Planning, Research, and Budgeting, Dr. Gerald E. Elledge, with the cooperation of Harold Zier, of the DPS Office of Volunteer Service. All volunteers are required to fill out a work log on what they plan to teach the child each week. Hopefully, this will help strengthen the volunteers' commitment to the project. The logs were felt to be particularly important in this regard for the untrained group. All volunteers also have been encouraged to call the university for assistance on any problem they may encounter throughout the project. Two hours per month have been allotted for inservice training of the trained group.

Orientation for Untrained Volunteers

The first training session, on October 18, 1971, was a general meeting of all volunteers conducted by Dr. Meyers, the Upswing director, and Dr. Elledge and Mr. Zier of the Denver Public Schools. There was no discussion of child development, learning difficulties, or methods. These topics were reserved for subsequent sessions attended only by the trained group. The research design and project organization were described. The mutual responsibilities of the volunteers and the schools were stressed. Both the trained and untrained groups

filled out their registration forms and specified three preferences for school assignment. A second orientation was held for untrained volunteers who missed the October 18 meeting. Copies of the explanation of volunteer-school responsibilities have been sent to all untrained volunteers who joined the project after this second meeting.

Orientation for Parents

Dr. Meyers, Dr. Elledge, and Mr. Zier conducted an orientation meeting for parents November 18 on the university campus. The turnout was very disappointing—the parents of only four children were present. However, it is noteworthy that both the mother and father of each of these four children attended. The research design was described and the parents were given their registration forms. There was a question and answer session in which the parents seemed particularly interested in how they could help their children at home and how they could judge progress.

The university is thinking now of having another meeting to answer parents' questions in the late winter or early spring.

(The other parent registration forms were mailed and the return rate has been good.)

Assigning Volunteers to Schools

As indicated previously, the volunteers were asked to state on their registration forms a first, second, and third preference of schools. The preferences were honored as much as possible. Considerable juggling was required to come up with satisfactory assignments. Some volunteers wanted to work in a particular school, others in a particular part of the city.

Assigning Volunteers to Children

After the volunteers had been assigned to schools they were randomly assigned children to tutor.

Materials Used in Tutoring

The trained volunteers, as planned, have the methods covered in the training program—language experience, kinesthetic teaching, use of the Basil reader, as well as DISTAR or Peabody, as a resource. Each school was given only one of the two kits, according to preference, because the number of kits available was insufficient. More kits have been ordered so that all schools will hopefully have an adequate supply.

Tutor Guidance by Teacher

The relationship between trained volunteer and teacher seems to vary. In some cases there is considerable teacher direction of tutoring activities; in other cases the volunteer works with little or no guidance from the teacher.

The untrained volunteers rely on their own ingenuity and teacher suggestions. It appears that volunteer working relationships with teachers are close.

Innovations and General Comments

Denver started recruiting volunteers the first of September. It was felt that starting late would help to prevent volunteers from dropping out before training and/or tutoring began. This appears to have been a reasonable anticipation of circumstances. The innovative system of reducing the time span of training and offering double sessions has already been mentioned.

The Denver project has had excellent publicity. At the start of volunteer training the Upswing director gave general information on the purpose of Project Upswing in a television news feature. This was only a sample of the type of publicity Project Upswing has received continuously. Also, as mentioned earlier, the Denver Public School representatives obtained a photographer to take pictures at every training session, both to record what occurred and to provide a file for use in future newspaper publicity efforts. These efforts were undoubtedly responsible for the high initial response rate of close to 60 people.

The excellent cooperation between the university and the school system has also helped the Upswing project to progress smoothly. Nevertheless, one of the DPS representatives did mention the scarcity of money in the Upswing contract for special services provided by the public school system. All the work performed by the DPS people is on a voluntary basis or paid for by the school system. The representative felt, for example, that the university should have allocated money from its budget to fund such activities as the taking of pictures at the training sessions.

OXFORD PROFILE

Description of the City

Oxford is a university town whose primary revenue comes from the University of Mississippi and its students. It appears that the university supplies most of the jobs for the people of the city and that most of the city's businesses serve student needs. Oxford's per capita income is lower than that of any other Upswing city; however, its cost of living also is lower.

The City of Oxford's total population in 1970 was 13,846, with a racial distribution as follows:[3/]

White	11,323	81.78%
Black	2,362	17.06%
Other	161	1.16%

As the figures show, whites predominate within the city; only about 17% of the city population is black. However, the outlying farm districts are predominantly black and their children attend the city schools. The Oxford Upswing staff reports that the school population is racially balanced.

The rural population has a significantly lower income level than the city residents; thus roughly half of the school population represents low-income families. Income data available thus far on Oxford's Upswing children indicate that the majority of these children are from low-income families.

3/ Ibid.

Illiteracy also is a factor in Oxford. It appears that there is an above-average rate of illiteracy among the low-income families from the farm areas surrounding the city.

An additional local characteristic of importance is that many rural people have no formal address. Fifteen Upswing children have no phone or mailing address.

Description of the Schools

Oxford has only two elementary schools, both "consolidated" (drawing children from the surrounding areas) and both involved in Upswing. The buildings are large, modern structures. The two schools together have about 20 first grade classes.

OXFORD UPSWING VOLUNTEER PROGRAM

Organization and Relation to School System Volunteer Program

There was no public school volunteer program in Oxford. With Upswing came the first formal organization of any kind for volunteering in the city's schools.

Dr. Polly Williams, assistant professor of special education at the University of Mississippi, is Oxford's coordinator for Project Upswing. With her staff of two graduate assistants, Marlene Grisham and Lynda McCool, Dr. Williams planned and administered the recruitment and training of volunteers. The principals and staff of the Oxford Public Schools have by all accounts cooperated wholeheartedly in the establishment of the Upswing volunteer program. Tutoring began on schedule, November 8, 1971.

Recruitment

The recruitment campaign utilized the local newspapers and the university. The university encouraged participation by arranging to give 3 hours of undergraduate credit to volunteers who successfully complete training and tutor for 1 year. The personal contact possible in a small community like the City of Oxford figured importantly in the recruitment effort.

Assignment to Groups

The volunteers were assigned to the trained or untrained group by the following procedures:

- The volunteers were asked which group they preferred and were assigned according to preference.
- Availability of transportation was also a factor in group assignment (people unable to come to training were often put in the untrained group).
- No method of matching the two groups was attempted.

These procedures were used to minimize volunteer attrition. In the trade-offs between research emphasis and service emphasis in this project, priority clearly was given to service over research.

Training

Oxford's volunteer training was conducted from September 27 through November 3, 1971. There were 13 sessions, each 2 hours long, plus a final 4-hour session on how to use the Peabody Language Development Kit. Mrs. Kathryn B. Horton, chief speech pathologist at the Bill Wilkerson Hearing and Speech Center and an assistant professor of speech pathology, Vanderbilt University, made this final presentation. Mrs. Horton was one of the authors of the Peabody Level P kit. As part of her presentation she used materials from the kit in a special demonstration with children from the Oxford schools.

Environment and Attendance. The University of Mississippi made space available for the training program. There was a total of 14 sessions for the 50 members of the training group. Approximately 48% of the volunteers went to all of the sessions. The attendance breakdown is shown below:

No. of Sessions Attended	No. of Volunteers	Percent
14	24	48.0
11-13	14	28.0
8-10	9	18.0
7 or below	3	6.0

These data do not reflect the number of volunteers who made up missed sessions by viewing the videotapes.

Agenda and Instructors. The Oxford agenda included all topics stipulated by BEPD. The staffing plan for the training sessions appeared to be extremely well thought out, with emphasis on getting specialists from the field. A total of eight instructors from the University of Mississippi, the Oxford Public Schools, and other organizations conducted the training. All were paid for their services. ORI made a presentation at the final session, on the role of evaluation in Project Upswing.

Training Innovations. Oxford built flexibility into its training program. All sessions were videotaped. A volunteer who missed a session had three opportunities to see the tape. However, there were special viewings for volunteers who were unable to view the tape at any of the scheduled times.

Roll call was taken at all sessions, so that the project coordinator could be assured that all individuals were fully prepared to serve as members of the trained group.

Coordination, Continuing Assistance, and Inservice Training

The project staff assistants are each assigned to one of the two schools, where they take care of Upswing scheduling and attendance records, maintain tutoring materials, and provide coordination and liaison on Upswing matters among principals, teachers, volunteers, children, and the project coordinator. All volunteers have been encouraged to seek help from the university on any problems they may encounter, either through the Upswing staff members at the elementary schools or by calling the university Upswing office. Prescriptive planning for tutoring is stressed and the project coordinator offers assistance as needed in making sure the "prescriptions" meet the children's changing needs.

In addition, 2 hours per month are allotted for inservice training of the trained volunteers. A schedule has been developed that includes sessions of individual consultation, two presentations on creative approaches to reading and new dimensions in reading, and a final project evaluation meeting. Special guests will give the reading presentations. All other aspects of the continuing training are handled by the project coordinator and staff.

Attendance is taken at the elementary schools to see how often volunteers attend the tutoring sessions. This will aid in evaluating the children's performance at the end of the school year and hopefully will provide an extra encouragement for the volunteers to maintain consistent attendance.

Untrained Volunteer Orientation

The project coordinator, Dr. Williams, conducted the orientation session for the volunteers in the untrained group shortly before tutoring began. All aspects of Project Upswing were covered—its organization and objectives, the research plan and why both trained and untrained volunteers are needed, the role of evaluation, etc. School policies, professionalism within the school, and how to work with the teacher also were discussed. Dr. Williams' two assistants described the schools to the volunteers. (Each assistant is assigned to work at one of the schools, as mentioned previously.) The orientation meeting included a review of approaches to working with the Upswing children, suggestions as to the kinds of things the volunteers might do with the children, a discussion of changing pace to maintain child interest, etc.

Parent Orientation

A meeting for the parents of the Upswing children was held on November 29, 1971, at the University of Mississippi School of Education. The project coordinator explained Project Upswing, and suggested materials the parents might use to help their children at home. There was then a question and answer period. Only about 20% of the parents came. There is a problem in contacting some of the parents, and, as previously mentioned, the schools have no addresses for about 15 children. Some parents work full-time, and there are transportation problems since a good number live in rural areas outside the city.

Assigning Volunteers to Children

To meet the requirements of the research plan for the outside evaluation of Project Upswing, all cities were asked to assign the volunteers to children on a random basis. Oxford was ready for this step early, before receiving the ORI memorandum on assignment procedure. However, the Oxford project coordinator consulted with the ORI project director to assure that the procedure used would result in random assignments. The Oxford method was very similar to that outlined in the ORI memorandum (see the Appendix).

Assigning Volunteers to Schools

Since the volunteers were assigned to the children first, no special school placement procedure was required. Each was automatically assigned to the school his pupil attends, and thus the volunteer-school assignments also were completely random.

Materials Used in Tutoring

The trained volunteers use Peabody, DISTAR, language experience techniques, and other methods covered in the training program as a tutoring base. They may use any of these methods, several, or all in combination, as seems appropriate. The trained volunteers initially worked fairly independently of the teachers, but it was found that closer working relationships would be desirable. Meetings of the school superintendent, principals, teachers, and volunteers, and the Upswing coordinator were held. It was decided to have more consultation between teacher and trained volunteer, and that tutoring sessions would be devoted to teacher-suggested activities as necessary.

The untrained volunteers have from the beginning worked primarily under teacher supervision. The teachers typically assign activities for the tutoring sessions. As noted earlier, the untrained volunteers received some general suggestions on methods and activities in their orientation meeting. Also at that time, each was given a handbook developed for volunteers in the Washington, D.C. school system that includes Dolch vocabulary, games, etc. The untrained volunteers do not use the DISTAR and Peabody kits.

Comments

The project coordinator made a successful effort to secure recognized and highly competent specialists to instruct the volunteers in their training program. This effort hopefully will have a beneficial effect on the quality of instruction the children receive from their tutors.

Videotaping every training session was a quite innovative method of assuring that all volunteers would have ample opportunity to get complete training. Further, the school plans to use the tapes for extra course work in some of the special education classes.

The university is giving 3 hours of undergraduate credit to students who successfully complete training and tutor for a school year. The course credit is given under the title "Experience with Handicapped Children." This may have worked to boost the number of student volunteers, by far the majority in the Oxford project.

Taking attendance of the tutors at the elementary schools was another innovative procedure that hopefully will help promote faithfulness in coming to the tutoring sessions. These records also will be useful in the project evaluation.

The assignment of project staff to the schools should help to keep the project running smoothly without burdening school personnel, and should help prevent problems from building up.

An effective communication system seems to have been established in the Oxford project, as demonstrated in the modification of working relationships between trained volunteers and teachers.

ST. LOUIS PROFILE

Description of the City[4]

St. Louis is a large city with a strong industrial character. In 1970 the total population within the city limits was 622,236, with a racial breakdown as follows:[5]

White	364,992	58.66%
Black	254,191	40.85%
Other	3,063	0.49%

The population of the entire standard metropolitan statistical area (St. Louis, Missouri-Illinois) was 2,363,000. The 1970 work force was (SMSA) 86% non-agricultural. Manufacturing and wholesale/retail trade were the dominant occupation categories, accounting for slightly more than half of the nonagricultural payroll employees (30.5% and 21.3%, respectively). Roughly another third of these workers were in service or government occupations.

Average personal income in the SMSA was 8% higher than the U.S. average in 1969 (the latest year for which data are available), with unemployment at 3.5% of the total work force. Unemployment rose sharply in 1970, to 5.4% of the work force.

The city proper, like many other central cities in large metropolitan areas, is less affluent in terms of personal income than the SMSA as a whole. There are pockets of affluence scattered throughout the city, but low to middle income neighborhoods predominate.

4/ Data on the SMSA from: U.S. Department of Commerce, Bureau of the Census, Statistical Abstract of the United States: 1971, Washington, D.C., July 1971.

5/ U.S. Department of Commerce, Bureau of the Census, 1970 Census of Population.

Description of Schools

The St. Louis Upswing program involves eight schools. Selection was a three-stage process. Each of the city's five school subdistricts was given an opportunity to suggest one or more schools. From these, the Director of Research, St. Louis Public Schools, recommended 10-12 for inclusion in the project, based on principals' willingness to cooperate. The university then chose eight, considering the number of first grade children in each school and the space available for tutoring. In accordance with the wishes of the St. Louis school administration and the U.S. Office of Education, schools with a number of Title I projects were excluded.

The eight Upswing schools are geographically dispersed throughout the city, but all are in low-to-lower-middle-income neighborhoods. The socio-economic similarity of the Upswing schools appears to be a coincidental result of the selection process and criteria and the make-up of the city.

ST. LOUIS UPSWING VOLUNTEER PROGRAM

Volunteer Program Organization in City

St. Louis has 29 separate volunteer projects, loosely coordinated by the school system. Each seems to be run quite independently. The volunteers perform a variety of functions such as taking children on trips, maintaining records for teachers, grading papers, etc. They apparently receive no special instruction or training from the city schools.

Relationship Between the School System, Its Volunteer Program, and Upswing Staff

The school system contributed the site and facilities for the training and rented tables for the volunteers' use at a cost of over $100. The school system also played a major role in the publicity campaign to recruit volunteers. Interchange between the Upswing staff and the school system volunteer program has been quite limited, although the city coordinator participated in the recruiting campaign and conducted the general meeting for all volunteers at the end of the training program.

Upswing Staff

The Upswing project director for St. Louis is Dr. Walter Cegelka, coordinator of special education at the University of Missouri—St. Louis. Dixon Emswiler, an instructor and Ph.D. candidate at the university is Upswing codirector. The staff includes two graduate research assistants, Michele DiLeonardo and Karen Marwit, and a secretary, Mrs. Joyce Burgoyne.

Volunteer Recruitment

An extensive publicity campaign to recruit volunteers was conducted through the news media. The representative of the school volunteer program appeared on a local television show to recruit Upswing volunteers, announcements were made on a number of radio stations in public service spots, and newspaper columnists publicized the program. In addition, letters were sent to women who had attended extension classes at the University of Missouri during the past year, urging them to volunteer. As a result of this 3-month effort approximately 180 persons inquired about the program, and as training was beginning, Upswing has its full quota of 100 volunteers.

Assignment to Groups

The bases used for dividing the volunteers into trained and untrained groups were:

- Interview notes made by the project codirector at the initial interview with the potential volunteer: There was a tendency to put those who made the most favorable impressions during the interviews in the trained group, on the premise that they would be more likely to continue with the training and the tutoring through the year.
- Other considerations and volunteer preferences: Those volunteers with automobile transportation available were generally placed in the trained group, since it would be easier for them to get to the training

sessions. The preferences of the volunteer for one group or the other also were taken into account when making the assignments.

The trained group was larger, even though a number of its original members switched to the untrained group after training began. Additional volunteers have been recruited for the untrained group.

Preservice Training

The St. Louis training program ran from September 13 through October 14, 1971. Tutoring began on November 8, 1971. The schedule was flexible. There were generally two sessions a week (only one session Thanksgiving week), but each given twice, on different days. Thus each week volunteers could attend the two classes that were most convenient for them.

Environment and Attendance. The training sessions were held at a centrally located elementary school. Attendance was good, perhaps because the volunteers could choose the days most convenient for them to come. The availability of public transportation to the training site may also have been a factor. There were eight training sessions and a total of 49 volunteers in the training group. Approximately 51% of the training group attended all of the sessions; about one-third more missed one or two sessions. No record of make-up sessions was received.

No. of Sessions Attended	No. of Volunteers	Percent
8	25	51.0
6-7	16	32.7
5 or below	8	16.3

Agenda and Instructors. The St. Louis staff developed a quite extensive outline for each training session, including all topics called for by BEPD. There were two instructors, both from the project staff: a speech clinician who is a research assistant at the university; and the codirector of the Upswing project, an instructor and Ph.D. candidate in special education.

Coordination and Inservice Training

Each trained volunteer reportedly will be called by one of four Upswing staff members every 2 weeks throughout the year to check on any problems which may have arisen. In addition, six 2-hour inservice workshops are scheduled to be held for the trained group during the school year.

All volunteers, both trained and untrained, are required to fill out lesson sheets on what they plan to teach their pupils at each tutoring session.

Orientation for Untrained Volunteers

The untrained volunteers received their orientation at the final training program session, which was a general meeting of all volunteers. The school system volunteer program coordinator conducted this meeting. Her topics included what is expected of a volunteer, how to work effectively within the school, etc. No methods were discussed, although handbooks were given to both the trained and untrained groups.

No explanation of Project Upswing was given to the untrained volunteers; in fact the university felt the untrained should not know that some volunteers received training. The attempt to keep this information from the untrained groups has not been wholly successful, since some were told about the project design when they were interviewed, some who originally planned to go through training switched to the untrained group (and of course they talk with each other). It would appear that not explaining the project to all involved might have resulted in bad feelings. The St. Louis staff reports, however, that they have received no negative feedback.

Orientation for Parents

Meetings to fully explain Upswing to the parents of participating children are scheduled for January 1972. There will be a session at each of the eight schools involved in the program.

Assigning Volunteers to Schools

Volunteer preference was the basis for assignments to schools. Each volunteer was asked for his first and second choice among the eight schools. When preferences could not be honored the assignments were random.

Assigning Volunteers to Children

The volunteers and children at each school were paired on a random basis, according to the procedure outlined by ORI (see the Appendix).

Materials Used in Tutoring

Both the trained and untrained volunteers received booklets with ideas for activities and hints on teaching techniques from the St. Louis Public Schools. The trained were told to work strictly on their own. They may use either the DISTAR or Peabody kits, or both. The untrained rely on the teachers for guidance about tutoring activities. At first they were provided no materials by Upswing, but in December the project office bought a set of five readers (kindergarten and first grade levels) for the untrained volunteers at each school. Comprehension questions for use with the readers were developed by the project staff. In addition, they made flash cards for the untrained volunteers.

Innovations and General Comments

The extensive use of the public media to recruit volunteers was an innovative aspect of the St. Louis program. Also the idea of offering the volunteer a choice of days to attend each training session seemed to be an effective method of encouraging high attendance.

SAN FRANCISCO PROFILE

Description of City

In terms of population, San Francisco is the largest city in northern California as well as the largest city participating in Upswing. The San Francisco-Oakland standard metropolitan statistical area (SMSA) is nonagricultural. More than 95% of its total work force in 1970 was in nonagricultural occupations.[6/] Of these employees on nonagricultural payrolls, about 75% are concentrated in

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6/ Work force, personal income, and unemployment data from: U.S. Department of Commerce, Bureau of the Census, Statistical Abstract of the United States: 1970 (92nd edition), U.S. Government Printing Office, Washington, D.C., July 1971.

government, wholesale and retail trade, service, and manufacturing occupations (occupations listed in order of work force size). The SMSA's average personal income in 1969 (latest year for which data are available) was 36% higher than the average for the United States, and the annual average unemployment rate was 3.9% of the total work force. In 1970, the annual average unemployment rose to 5%.

The City of San Francisco's total population in 1970 was 715,674, with a racial distribution as follows:[7]

White	511,186	71.43%
Black	96,078	13.42%
Other	108,410	15.15%

The large "other" population category makes San Francisco unusual among the Upswing cities. This category is made up primarily of Chinese and Spanish-speaking groups.

Description of the Schools

Ten schools were selected for Upswing from San Francisco's large and diverse school system. They were chosen to represent the geographic make-up of the system and reflect its socioeconomic mix, within the constraint that the administrative climate within the schools had to be conducive to special activities.

The city's schools were marked this year by problems with busing to achieve complete desegregation at the elementary level. The Chinese community was particularly opposed to busing. Both pupils and teachers were assigned to new schools, and the schools opened late. This affected Upswing, as will be described, but the project now appears to be running smoothly.

SAN FRANCISCO UPSWING VOLUNTEER PROGRAM

Volunteer Program Organization in City

San Francisco has quite an elaborate and well-developed volunteer program known as the San Francisco Education Auxillary. This program is

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[7] U.S. Department of Commerce, Bureau of the Census, 1970 Census of Population.

operated by the school system, with a volunteer director and managing staff. It has been in existence for 10 years, and last spring included over 1,300 volunteers. Volunteers are offered a series of workshop sessions to prepare them for tutoring children. Such topics as "helping students read" and "helping students with learning problems" are dealt with in 3-hour discussion sessions conducted by specialists from local university faculties or local school systems. Over 10 hours of such training are provided for all volunteers wishing to attend. The auxillary also furnishes pamphlets on relevant topics for the volunteers and publishes a newsletter for volunteers.

The existence of this well-structured volunteer organization has of course affected the San Francisco Upswing project in a number of ways. For example, about 25% of the Upswing volunteers had been school volunteers before (this may or may not have been in SFEA). Thus, some of the "untrained" Upswing people may have had formal training nearly equivalent to that provided by Upswing. Likewise, some of the people who received Upswing training came to the project with extensive training backgrounds from their participation in the auxillary or other programs.

Relationship Between City School System, its Volunteer Program, and Upswing Staff

The school system personnel seem enthusiastic about the project and have been cooperative in getting it established despite difficult problems with busing. The relationship between the Upswing personnel and the San Francisco Education Auxillary also appears to be good. Both groups seemed extremely cooperative and willing to work out problems that might arise in administering the training program. Possibly because the city's volunteer training chairman had successfully conducted a rather extensive program for the volunteers in the school system, the people from the college seem to value her opinion and seek out her assistance.

Upswing Staff

The San Francisco Upswing director, Dr. Louis Falik, is an associate professor in the Department of Counseling at San Francisco State College. The

associate director is Mrs. Edith Paschal, a counselor with the San Francisco Unified School District. She is responsible for coordination with the school district and with the individual schools participating in Upswing. The staff also includes two administrative assistants, Sharon Bechman and Mrs. Jeannie Payne.

Volunteer Recruitment

Recruitment channels of the San Francisco Volunteer Auxillary were used. Desegregation problems greatly reduced the number of people volunteering. Only about half the required number of volunteers had been recruited as training was beginning. The remaining volunteers were drawn from the local colleges and universities and given make-up training sessions to compensate for the training they missed by joining the program late.

Assignment to Groups

The first 50 or so recruited volunteers were divided into two groups at the initial orientation meeting for all volunteers. The two groups were matched on age, sex, race, education, and relevant experience. One was arbitrarily made the "training"group and the other a "control" group. The latter is the teacher-directed, untrained group. The data indicate that the matching procedure was essentially abandoned as emphasis was placed on meeting the quota of 50 volunteers for training. Volunteers for the untrained group apparently were recruited later. It is reported that the two groups are now roughly equal in number (about 45 in each).

Preservice Training

San Francisco's preservice volunteer training program was conducted September 16 through November 4, 1971. The first formal session was a 3-hour meeting; the others ran $3\frac{1}{2}$ hours.

Tutoring was scheduled to begin one week after training was completed, but the recruiting difficulties mentioned earlier delayed the start of tutoring until November 29, 1971.

Environment and Attendance. The training sessions were held in the meeting hall of a centrally located church. There was a total of nine sessions for the 47 members of the training group. Very few volunteers had 100% attendance. The data received show that approximately 38% missed only one or two sessions and about another 38% missed three to five sessions. Almost 25% of the volunteers attended only one to three sessions.

No. of Sessions Attended	No. of Volunteers	Percent
7-9	18	38.3
4-6	18	38.3
1-3	11	23.4

Three make-up sessions were to be given in December. The data on attendance at these meetings have not yet been received by ORI.

Agenda and Instructors. The San Francisco agenda adhered to the BEPD outline. It appeared that sessions were carefully planned. Nine specialists from the faculties of local colleges and universities and administrative staff from local school systems, made the presentations, in some cases working in teams. Most of these people had already participated in training volunteers for the regular city volunteer program.

Coordination and Inservice Training

San Francisco is using "building-level coordinators" to assure that the project runs smoothly in the several schools and to help volunteers with any problems that may arise. There are eight coordinators (two cover two schools). All are school system personnel with training in special education or in education of learning-disabled children, who spend part of their work week on Upswing. They were briefed by the project director before tutoring began. Monthly or biweekly meetings of the building coordinators and project staff are to be held.

Two hours per month, from November 1971 to May 1972, will be allotted to inservice training for the trained group of volunteers. No agenda for this training has been received by ORI.

Orientation for Untrained Volunteers

All volunteers were asked to attend the first orientation meeting. At this time the project director fully explained Upswing—its organization and objectives, what the volunteers were to do, the research plan including the necessity for both trained and untrained volunteers, and the role of evaluation. The meeting included discussion of child development, specifically: characteristics of children at the first grade age level, behavior, appropriate learning expectations, etc. There was no discussion of methods.

Orientation for Parents

An orientation meeting for the parents of the Upswing children is scheduled to be held in January 1972.

Assigning Volunteers to Schools

Each volunteer was asked to state his first and second preference for school assignment. These were honored to the fullest extent possible.

Assigning Volunteers to Children

When the volunteers had been assigned to schools they were then assigned to children, by school, on a random basis. The assignment procedure used was that suggested by ORI.

Materials Used in Tutoring

The trained volunteers were allowed to choose whether they would use the DISTAR or Peabody materials. Local advisors as well as the DISTAR publisher, Science Research Associates, recommended that DISTAR not be used in the context of Project Upswing, as it was designed for a different purpose. None of the San Francisco trained volunteers has elected to use DISTAR exclusively. The trained volunteers have been given a remedial teaching handbook developed by the staff of San Francisco State College. The handbook covers the language experience approach, visual memory techniques, etc.—a broad range of remedial teaching methods.

The untrained volunteers are to rely on their own knowledge and creativity. They do not have access to DISTAR or Peabody, and are not supplied with any

other materials. They may receive suggestions and guidance from their pupils' teachers, but this is strictly an individual matter. The Upswing staff is treating this group strictly as a control group, leaving them to work completely on their own.

Comments

The training program seemed to be well organized and the personnel met by the ORI staff all seemed highly competent. The establishment of "building coordinators," as mentioned above, seems to be a useful innovation.

Also, as was mentioned earlier, the untrained volunteers are offered quite extensive training as part of the normal school volunteer program. This factor could lead to a fairly close correlation between the results produced by the two sets of volunteers.

The chief problem encountered in San Francisco was in recruiting enough volunteers for the project.

III. PROFILE OF PARTICIPANTS

The tables in this section were compiled from the data given on the volunteer and teacher registration forms. Volunteer characteristics are presented first, then teacher characteristics. All tabulations are by city. It should be noted that "blank" in the response category column of the tables does not necessarily mean data are missing. In some cases respondents simply skipped inapplicable questions. In other cases it is not possible to determine whether a respondent chose not to give the information or failed to read the question.

The data presented here are preliminary. Changes in the volunteer groups from attrition and additional recruiting will be incorporated in the March 1972 report.

VOLUNTEERS

Trained and Untrained Groups

The preliminary data show that Oxford was the only city that recruited an adequate number of both trained and untrained volunteers (adequate in terms of the research design). However, new volunteers have been recruited for the untrained group in all cities, and there have been changes caused by attrition as well. Some data on new recruits and attritees was received by ORI in time to be included in this report. This information follows Table 1. The table will be updated for the March report, when more complete data should have been received from the cities.

TABLE 1

DISTRIBUTION OF TRAINED AND UNTRAINED VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
TRAINED	68 72.34%	50 51.55%	54 63.53%	49 63.64%	221 62.61%
UNTRAINED	26 27.66%	47 48.45%	31 36.47%	28 36.36%	132 37.39%
TOTAL	94 100.00%	97 100.00%	85 100.00%	77 100.00%	353 100.00%

Volunteer Attrition and New Assignments[1/]

Denver. Eighteen new untrained volunteers have been recruited into the Denver program but are not included in the trained total since ORI received the registration forms after the final tallies were run.

Eight trained volunteers dropped out of Upswing, six before tutoring began and two after meeting their pupils. The predominant reason was acceptance of full-time employment. Also, two untrained volunteers dropped out of the project before tutoring began. All data concerning attrition will be documented in the March report. It should be noted that these people are included in the trained and untrained tallies.

Oxford. Four new untrained volunteers have been recruited into the Oxford program. ORI has received their registration forms but they are not included in the present totals.

Three untrained volunteers dropped out of the Upswing program before tutoring began. Two of the attrition cards have been received from the project director. These people are included in the untrained totals.

San Francisco. There are five untrained volunteers who have recently joined the San Francisco project. ORI has not received their registration forms as of this report and they are not included in the present totals.

Three untrained volunteers dropped out of the Upswing program before tutoring began. The attrition cards have not been received as yet from the Project Director. These people are included in the untrained totals.

St. Louis. There are eight untrained volunteers who have recently joined the St. Louis program. ORI has not received their registration forms as of this report and they are not included in the present totals.

1/ ORI will include in the attrition totals those people who filled out a registration form and who either dropped out before tutoring began or who dropped out after meeting their pupils.

The current revised total for trained volunteers in St. Louis is 49 (54 is the total given in Table 1). Three trained volunteers dropped out before tutoring began, two because of school location and the third because of illness. The latter, however, did join the untrained group and is included in that total. A fourth person is included in the trained total but this volunteer is only being used as a substitute.

St. Louis returned nine attrition cards and registration forms for untrained volunteers who had had no assigned school and who quit before tutoring began. These people are not included in the totals since their attrition cards were received after the computer tables were run.

Personal Characteristics

The majority of volunteers are married women. On the whole, they are fairly evenly dispersed over the age range, with about a third in the middle age bracket. Oxford is unusual in that about 47% of its volunteers are under 21 and about 56% are single. Most of these people are students, perhaps drawn to the project by the course credit to be given for a successful year of training and tutoring.

TABLE 2

SEX OF VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
MALE	5 5.32%	5 5.15%	4 4.71%	9 11.69%	23 6.52%
FEMALE	89 94.68%	92 94.85%	81 95.29%	68 88.31%	330 93.48%
TOTAL	94 100.00%	97 100.00%	85 100.00%	77 100.00%	353 100.00%

TABLE 3

MARITAL STATUS OF VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
SINGLE	24 25.53%	55 56.12%	14 16.47%	26 34.21%	119 33.71%
MARRIED	60 63.83%	38 38.78%	65 76.47%	43 56.58%	206 58.36%
SEPARATED	1 1.06%	1 1.02%	1 1.18%	0 .00%	3 .85%
DIVORCED	1 1.06%	1 1.02%	1 1.18%	3 3.95%	6 1.70%
WIDOWED	7 7.45%	1 1.02%	3 3.53%	4 5.26%	15 4.25%
BLANK	1 1.06%	2 2.04%	1 1.18%	0 .00%	4 1.13%
TOTAL	94 100.00%	98 100.00%	85 100.00%	76 100.00%	353 100.00%

TABLE 4

AGE OF VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
UNDER 21	16 17.02%	46 46.94%	6 7.14%	5 6.49%	73 20.68%
21-25	9 9.57%	19 19.39%	8 9.52%	16 20.78%	52 14.73%
26-30	9 9.57%	12 12.24%	8 9.52%	11 14.29%	40 11.33%
31-40	14 14.89%	13 13.27%	14 16.67%	13 16.88%	54 15.30%
41-50	25 26.60%	6 6.12%	19 22.62%	18 23.38%	68 19.26%
51-60	9 9.57%	1 1.02%	17 20.24%	8 10.39%	35 9.92%
OVER 60	11 11.70%	1 1.02%	12 14.29%	6 7.79%	30 8.50%
BLANK	1 1.06%	0 .00%	0 .00%	0 .00%	1 .28%
TOTAL	94 100.00%	98 100.00%	84 100.00%	77 100.00%	353 100.00%

Occupational Status of Volunteers

As might be expected, few volunteers have jobs. Only about 21.8% of the volunteers indicated that they are employed, and most of these work only part-time. The predominant occupation of employed volunteers is clerical worker. This reflects the fact that the overwhelming majority of volunteers are women.

The largest occupation category is homemaker, another reflection of the number of women in the project. About one-fourth of the volunteers in Denver, St. Louis, and San Francisco are students, but in Oxford most are students.[2/] Few volunteers said they are retired. Relatively few have reached retirement age, and homemakers might consider this question inapplicable regardless of age.

2/ It is not known how many of these are part-time or one-course students, but the age, marital status, and employment data indicate that the majority are "typical" undergraduates. Referring back to the city profiles, the course credit for a successful year of service as a trained volunteer given by the University of Mississippi may have worked to boost the number of student volunteers in Oxford. However, San Francisco State College also is offering course credit to volunteers who complete training and tutor for a year, and the number of student volunteers in San Francisco is not nearly so great.

TABLE 5

PART-TIME EMPLOYMENT OF VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
YES	13 13.83%	15 15.46%	16 18.82%	14 18.18%	58 16.43%
NO	55 58.51%	62 63.92%	57 67.06%	39 50.65%	213 60.34%
BLANK	26 27.66%	20 20.62%	12 14.12%	24 31.17%	82 23.23%
TOTAL	94 100.00%	97 100.00%	85 100.00%	77 100.00%	353 100.00%

TABLE 6

FULL-TIME EMPLOYMENT OF VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
YES	6 6.38%	1 1.03%	3 3.53%	9 11.69%	19 5.38%
NO	56 59.57%	70 72.16%	62 72.94%	44 57.14%	232 65.72%
BLANK	32 34.04%	26 26.80%	20 23.53%	24 31.17%	102 28.90%
TOTAL	94 100.00%	97 100.00%	85 100.00%	77 100.00%	353 100.00%

TABLE 7

OCCUPATION OF VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
CLERICAL	8 8.51%	9 9.28%	12 13.79%	9 12.16%	38 10.80%
SALES	1 1.06%	1 1.03%	1 1.15%	2 2.70%	5 1.42%
SERVICE	3 3.19%	1 1.03%	1 1.15%	1 1.35%	6 1.70%
SKLD/STRUCT	0 .00%	0 .00%	1 1.15%	0 .00%	1 .28%
UNSKLD/SEMISKLD	1 1.06%	0 .00%	0 .00%	0 .00%	1 .28%
PROF,TECH,MANAG	4 4.26%	1 1.03%	5 5.75%	5 6.76%	15 4.26%
FARM,FISH,FOREST	1 1.06%	0 .00%	0 .00%	0 .00%	1 .28%
OTHER OCC	3 3.19%	3 3.09%	1 1.15%	3 4.05%	10 2.84%
BLANK	73 77.66%	82 84.54%	66 75.86%	54 72.97%	275 78.13%
TOTAL	94 100.00%	97 100.00%	87 100.00%	74 100.00%	352 100.00%

TABLE 8

HOMEMAKER VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
YES	57 60.64%	37 38.14%	66 77.65%	42 54.55%	202 57.22%
NO	23 24.47%	41 42.27%	9 10.59%	22 28.57%	95 26.91%
BLANK	14 14.89%	19 19.59%	10 11.76%	13 16.88%	56 15.86%
TOTAL	94 100.00%	97 100.00%	85 100.00%	77 100.00%	353 100.00%

TABLE 9

STUDENT VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
YES	23 24.47%	69 71.13%	17 20.00%	19 24.68%	128 36.26%
NO	42 44.68%	17 17.53%	52 61.18%	35 45.45%	146 41.36%
BLANK	29 30.85%	11 11.34%	16 18.82%	23 29.87%	79 22.38%
TOTAL	94 100.00%	97 100.00%	85 100.00%	77 100.00%	353 100.00%

TABLE 10

RETIRED VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
YES	11 11.70%	1 1.02%	9 10.71%	12 15.58%	33 9.35%
NO	61 64.89%	66 67.35%	61 72.62%	47 61.04%	235 66.57%
BLANK	22 23.40%	31 31.63%	14 16.67%	18 23.38%	85 24.08%
TOTAL	94 100.00%	98 100.00%	84 100.00%	77 100.00%	353 100.00%

Education of Volunteers

The educational level of the volunteers is high. Only about 4% stated they did not finish secondary school, and about 81% have had some college, ranging from 1 to 2 years to completion of an advanced degree. About half of those who went to college were in areas of concentration relevant to the Upswing project.

TABLE 11

EDUCATION OF VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
8TH GR/LESS	0 .00%	0 .00%	0 .00%	1 1.30%	1 .28%
9TH-10TH GR.	5 5.32%	1 1.02%	1 1.19%	0 .00%	7 1.98%
11-12/NOT GRAD	1 1.06%	2 2.04%	4 4.76%	0 .00%	7 1.98%
HS GRAD	10 10.64%	11 11.22%	15 17.86%	11 14.29%	47 13.31%
1-2 YRS COLL	31 32.98%	44 44.90%	22 26.19%	13 16.88%	110 31.16%
3-4 YRS COLL,N G	12 12.77%	18 18.37%	10 11.90%	17 22.08%	57 16.15%
COLL GRAD	17 18.09%	13 13.27%	24 28.57%	16 20.78%	70 19.83%
SOME GRAD SCHOOL	10 10.64%	7 7.14%	2 2.38%	10 12.99%	29 8.22%
ADVANCED DEGREE	8 8.51%	1 1.02%	4 4.76%	8 10.39%	21 5.95%
BLANK	0 .00%	1 1.02%	2 2.38%	1 1.30%	4 1.13%
TOTAL	94 100.00%	98 100.00%	84 100.00%	77 100.00%	353 100.00%

TABLE 12

AREA OF CONCENTRATION IN COLLEGE OF VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
SPECIAL ED	1 1.06%	3 3.09%	1 1.18%	2 2.60%	7 1.98%
PSYCH,EL.ED	22 23.40%	19 19.59%	14 16.47%	11 14.29%	66 18.70%
SOCIOLOGY	12 12.77%	4 4.12%	3 3.53%	4 5.19%	23 6.52%
OTHER	25 26.60%	11 11.34%	32 37.65%	28 36.36%	96 27.20%
NONE/BLANK	34 36.17%	60 61.86%	35 41.18%	32 41.56%	161 45.61%
TOTAL	94 100.00%	97 100.00%	85 100.00%	77 100.00%	353 100.00%

Income, Education of Spouse

The majority of volunteers reported family income in the upper middle bracket. About 60% of those who answered this question have income of $10,000 per year or above. The percentage of students among those who reported low income was not calculated.

As might be expected from the income trend, the majority of volunteers' spouses are in professional, technical, or management jobs. This is reflected in the spouses' educational backgrounds. As a group they have completed more years of schooling than the volunteers. Only about 10% of the volunteers stated their spouses had no college.

TABLE 13

FAMILY INCOME OF VOLUNTEERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
$1,499 OR LESS	0 .00%	2 2.06%	1 1.16%	4 5.26%	7 1.98%
$1,500-2,999	2 2.13%	6 6.19%	1 1.16%	6 7.89%	15 4.25%
$3,000-4,999	4 4.26%	4 4.12%	3 3.49%	5 6.58%	16 4.53%
$5,000-6,999	3 3.19%	7 7.22%	7 8.14%	3 3.95%	20 5.67%
$7,000-9,999	8 8.51%	11 11.34%	11 12.79%	13 17.11%	43 12.18%
$10,000-12,999	11 11.70%	11 11.34%	12 13.95%	7 9.21%	41 11.61%
$13,000-17,999	19 20.21%	15 15.46%	14 16.28%	12 15.79%	60 17.00%
$18,000-24,999	12 12.77%	14 14.43%	12 13.95%	7 9.21%	45 12.75%
$25,000/ABOVE	29 30.85%	12 12.37%	12 13.95%	14 18.42%	67 18.98%
BLANK	6 6.38%	15 15.46%	13 15.12%	5 6.58%	39 11.05%
TOTAL	94 100.00%	97 100.00%	86 100.00%	76 100.00%	353 100.00%

TABLE 14

OCCUPATION OF VOLUNTEERS' SPOUSES

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
CLERICAL	2 2.13%	1 1.01%	2 2.41%	2 2.60%	7 1.98%
SALES	7 7.45%	1 1.01%	6 7.23%	5 6.49%	19 5.38%
SERVICE	1 1.06%	1 1.01%	1 1.20%	1 1.30%	4 1.13%
SKLD/STRUCT	4 4.26%	3 3.03%	1 1.20%	4 5.19%	12 3.40%
UNSKLD/SEMISKLD	2 2.13%	2 2.02%	3 3.61%	0 .00%	7 1.98%
PROF,TECH,MANAG	42 44.68%	24 24.24%	40 48.19%	26 33.77%	132 37.39%
FARM,FISH,FOREST	0 .00%	1 1.01%	0 .00%	0 .00%	1 .28%
OTHER OCC	1 1.06%	8 8.08%	8 9.64%	6 7.79%	23 6.52%
N/A	23 24.47%	43 43.43%	19 22.89%	25 32.47%	110 31.16%
BLANK	12 12.77%	15 15.15%	3 3.61%	8 10.39%	38 10.76%
TOTAL	94 100.00%	99 100.00%	83 100.00%	77 100.00%	353 100.00%

TABLE 15

EDUCATION OF VOLUNTEERS' SPOUSES

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
8TH GR/LESS	0 .00%	0 .00%	0 .00%	2 2.60%	2 .57%
9TH-10TH GR	1 1.06%	1 1.01%	0 .00%	0 .00%	2 .57%
11-12/NOT GRAD	3 3.19%	1 1.01%	1 1.20%	0 .00%	5 1.42%
H S GRAD	6 6.38%	2 2.02%	11 13.25%	6 7.79%	25 7.08%
1-2 YRS COLL	11 11.70%	6 6.06%	9 10.84%	6 7.79%	32 9.07%
3-4 YRS COLL,N G	11 11.70%	4 4.04%	8 9.64%	3 3.90%	26 7.37%
COLL GRAD	14 14.89%	6 6.06%	11 13.25%	10 12.99%	41 11.61%
SOME GRAD SCHOOL	1 1.06%	2 2.02%	1 1.20%	5 6.49%	9 2.55%
ADVANCED DEGREE	14 14.89%	21 21.21%	21 25.30%	12 15.58%	68 19.26%
N/A	33 35.11%	56 56.57%	21 25.30%	33 42.86%	143 40.51%
TOTAL	94 100.00%	99 100.00%	83 100.00%	77 100.00%	353 100.00%

Background Specifically Related to Upswing

Almost 60% of the volunteers had experience tutoring or teaching before joining the Upswing project. About a third have had previous training in child development.

TABLE 16

VOLUNTEERS' EXPERIENCE IN TUTORING/TEACHING

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
NO	34 36.17%	46 47.42%	29 34.12%	29 37.66%	138 39.09%
YES, VOL TUTOR	16 17.02%	15 15.46%	27 31.76%	19 24.68%	77 21.81%
YES, PAID TUTOR	2 2.13%	3 3.09%	4 4.71%	1 1.30%	10 2.83%
YES, TEACHER AIDE	18 19.15%	13 13.40%	4 4.71%	12 15.58%	47 13.31%
YES, TEACHER	20 21.28%	19 19.59%	20 23.53%	15 19.48%	74 20.96%
BLANK	4 4.26%	1 1.03%	1 1.18%	1 1.30%	7 1.98%
TOTAL	94 100.00%	97 100.00%	85 100.00%	77 100.00%	353 100.00%

TABLE 17

VOLUNTEERS' TRAINING IN CHILD DEVELOPMENT

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
YES	33 35.11%	30 30.93%	29 34.12%	24 31.17%	116 32.86%
NO	48 51.06%	52 53.61%	52 61.18%	46 59.74%	198 56.09%
BLANK	13 13.83%	15 15.46%	4 4.71%	7 9.09%	39 11.05%
TOTAL	94 100.00%	97 100.00%	85 100.00%	77 100.00%	353 100.00%

TEACHERS

Ninety-nine percent of the Upswing teachers have bachelors degrees. Few have completed advanced degrees. Over half have had course work in the education of children with learning problems and about one-third have had graduate level training in this area.

In terms of teaching experience, almost all have taught for at least 1 year. The distribution of years of experience is fairly even. Most of the teachers have taught first grade for 1 to 10 years. Only seven new first grade teachers are participating in Upswing.

Almost 80% of all Upswing teachers have worked before with a volunteer or teacher aide. St. Louis is a notable exception in that only about 27% of its teachers had experienced working with a volunteer or aide prior to Upswing.

TABLE 18

AGE OF TEACHERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
UNDER 21	0 .00%	0 .00%	0 .00%	0 .00%	0 .00%
21-25	5 13.16%	7 38.89%	6 27.27%	4 11.11%	22 19.30%
26-30	5 13.16%	1 5.56%	2 9.09%	8 22.22%	16 14.04%
31-40	6 15.79%	6 33.33%	3 13.64%	12 33.33%	27 23.68%
41-50	18 47.37%	1 5.56%	4 18.18%	11 30.56%	34 29.82%
51-60	3 7.89%	2 11.11%	4 18.18%	1 2.78%	10 8.77%
OVER 60	1 2.63%	1 5.56%	3 13.64%	0 .00%	5 4.39%
TOTAL	38 100.00%	18 100.00%	22 100.00%	36 100.00%	114 100.00%

TABLE 19

HIGHEST DEGREE EARNED BY TEACHERS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
B.A.,B.S.	35 92.11%	13 72.22%	17 77.27%	34 94.44%	99 86.84%
M.A.,M.S.	3 7.89%	3 16.67%	5 22.73%	2 5.56%	13 11.40%
M.A.T.	0 .00%	0 .00%	0 .00%	0 .00%	0 .00%
OTHER(PH.D.)	0 .00%	1 5.56%	0 .00%	0 .00%	1 .88%
NONE	0 .00%	0 .00%	0 .00%	0 .00%	0 .00%
M.A. SP.ED.	0 .00%	0 .00%	0 .00%	0 .00%	0 .00%
BLANK	0 .00%	1 5.56%	0 .00%	0 .00%	1 .88%
TOTAL	38 100.00%	18 100.00%	22 100.00%	36 100.00%	114 100.00%

TABLE 20

COURSE WORK IN EDUCATION OF CHILDREN WITH LEARNING PROBLEMS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
YES	22 57.89%	7 38.89%	10 45.45%	23 63.89%	62 54.39%
NO	16 42.11%	11 61.11%	11 50.00%	13 36.11%	51 44.74%
BLANK	0 .00%	0 .00%	1 4.55%	0 .00%	1 .88%
TOTAL	38 100.00%	18 100.00%	22 100.00%	36 100.00%	114 100.00%

TABLE 21

LEVEL OF COURSE WORK IN LEARNING PROBLEMS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
UNDERGRADUATE	3 7.89%	3 16.67%	2 9.09%	3 8.33%	11 9.65%
GRADUATE	11 28.95%	3 16.67%	4 18.18%	7 19.44%	25 21.93%
OTHER(E.G., WORK — SHOP, ETC.)	2 5.26%	1 5.56%	1 4.55%	1 2.78%	5 4.39%
UNDERGRADUATE AND OTHER	1 2.63%	0 .00%	2 9.09%	2 5.56%	5 4.39%
GRADUATE AND OTHER	5 13.16%	0 .00%	1 4.55%	10 27.78%	16 14.04%
YES, BUT NO LEVEL	0 .00%	0 .00%	0 .00%	0 .00%	0 .00%
NO OR BLANK	16 42.11%	11 61.11%	12 54.55%	13 36.11%	52 45.61%
TOTAL	38 100.00%	18 100.00%	22 100.00%	36 100.00%	114 100.00%

TABLE 22

TOTAL NUMBER OF CREDITS RECEIVED IN EDUCATION OF CHILDREN WITH LEARNING PROBLEMS

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
0 CREDIT HOURS	1 2.63%	2 11.11%	0 .00%	0 .00%	3 2.63%
1-3 HOURS	6 15.79%	3 16.67%	4 18.18%	6 16.67%	19 16.67%
4-6 HOURS	9 23.68%	1 5.56%	3 13.64%	4 11.11%	17 14.91%
7-10 HOURS	4 10.53%	2 11.11%	2 9.09%	5 13.89%	13 11.40%
11-15 HOURS	1 2.63%	0 .00%	0 .00%	2 5.56%	3 2.63%
OVER 15 HOURS	1 2.63%	0 .00%	1 4.55%	6 16.67%	8 7.02%
YES, BUT NO HOURS	0 .00%	0 .00%	0 .00%	0 .00%	0 .00%
NO OR BLANK	16 42.11%	10 55.56%	12 54.55%	13 36.11%	51 44.74%
TOTAL	38 100.00%	18 100.00%	22 100.00%	36 100.00%	114 100.00%

TABLE 23

YEARS OF TEACHING

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
NONE	0 .00%	0 .00%	0 .00%	2 5.56%	2 1.75%
1-2 YEARS	2 5.26%	7 38.89%	7 31.82%	1 2.78%	17 14.91%
3-5 YEARS	10 26.32%	3 16.67%	3 13.64%	12 33.33%	28 24.56%
6-9 YEARS	7 18.42%	0 .00%	1 4.55%	10 27.78%	18 15.79%
10-12 YEARS	4 10.53%	4 22.22%	0 .00%	2 5.56%	10 8.77%
13-15 YEARS	6 15.79%	0 .00%	6 27.27%	4 11.11%	16 14.04%
16-20 YEARS	5 13.16%	0 .00%	2 9.09%	4 11.11%	11 9.65%
OVER 20 YEARS	4 10.53%	3 16.67%	3 13.64%	1 2.78%	11 9.65%
BLANK	0 .00%	1 5.56%	0 .00%	0 .00%	1 .88%
TOTAL	38 100.00%	18 100.00%	22 100.00%	36 100.00%	114 100.00%

TABLE 24

YEARS OF TEACHING FIRST GRADE

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
NONE	1 2.63%	0 .00%	0 .00%	6 16.67%	7 6.14%
1-2 YEARS	6 15.79%	8 44.44%	7 31.82%	12 33.33%	33 28.95%
3-5 YEARS	9 23.68%	1 5.56%	3 13.64%	10 27.78%	23 20.18%
6-9 YEARS	11 28.95%	0 .00%	2 9.09%	4 11.11%	17 14.91%
10-12 YEARS	4 10.53%	4 22.22%	1 4.55%	0 .00%	9 7.89%
13-15 YEARS	3 7.89%	1 5.56%	3 13.64%	3 8.33%	10 8.77%
16-20 YEARS	0 .00%	1 5.56%	2 9.09%	1 2.78%	4 3.51%
OVER 20 YEARS	4 10.53%	2 11.11%	1 4.55%	0 .00%	7 6.14%
BLANK	0 .00%	1 5.56%	3 13.64%	0 .00%	4 3.51%
TOTAL	38 100.00%	18 100.00%	22 100.00%	36 100.00%	114 100.00%

TABLE 25

PRESENCE OF VOLUNTEER OR TEACHER AIDE IN CLASSROOM

	DENVER	OXFORD	STLOUIS	SANFRAN	TOTAL
YES	35 92.11%	12 66.67%	6 27.27%	35 97.22%	88 77.19%
NO	2 5.26%	6 33.33%	16 72.73%	1 2.78%	25 21.93%
BLANK	1 2.63%	0 .00%	0 .00%	0 .00%	1 .88%
TOTAL	38 100.00%	18 100.00%	22 100.00%	36 100.00%	114 100.00%

IV. ANALYSIS OF FACTORS CONTRIBUTING TO PROJECT TERMINATION IN CINCINNATI

BACKGROUND

The ORI Project Upswing staff was requested by the USOE to send an evaluation team to the Cincinnati Upswing site to look into the reasons for the series of schedule delays and unfortunate circumstances that caused withdrawal of financial support from the project. The ORI team of Peter Plantec and Cheryl Martorana visited the site on November 11, 1971. Interviews were conducted at the University of Cincinnati with Dr. Agnes Manney, the Upswing project director, and Dr. Lillian Johnson, dean of the College of Education. A group meeting also was held with Dr. Manney and the following members of the public school staff: Dr. James Jacobs, director of research for the public schools; Robert Bolson, elementary schools administrator; and Vivian Adams and Robert Bouchery of the Volunteer Services Department.

THE MAJOR PROBLEMS

The main cause of funding withdrawal was the inability of the Cincinnati project to meet contractual schedules. Delays became so great that volunteers could not be trained in time to tutor during the fall semester. This put Cincinnati out of step with the other four Upswing cities, and thus evaluation of the Cincinnati project in comparison with the others was impossible. This

in turn placed the University of Cincinnati project outside the overall scope of Project Upswing and necessitated the withdrawal of funds.

At the time of the November visit, the Ohio state legislature had not yet passed the state budget for 1971. A series of seven interim budgets had been allocated, but these were inadequate. As a result, both the University of Cincinnati and the public school system were operating in an ever tightening financial noose. Both organizations were short on manpower and all individuals were overloaded with work. Tasks therefore were assigned priorities on the basis of their direct contributions to the major functions of either the school system or the university department. Both the university and the school system necessarily, assigned a low priority to Project Upswing. As a result, only a few volunteers had been recruited and training of volunteers had not begun by the time the other sites were ready to begin tutoring. These problems are discussed in more detail below.

STAFFING PROBLEMS AT THE UNIVERSITY

The University of Cincinnati, caught in the grip of financial uncertainty, was also plagued with the loss of top level executive manpower. At the time Project Upswing was instituted the University was without a president, the College of Education did not have a permanent dean, and the Department of Curriculum Development, in which Upswing was based, was without a chairman. In addition, several professors in the department had resigned shortly before the fall term. The top level vacancies made it impossible to recruit a department chairman right away, and the acting dean, Dr. Lillian Johnson, appointed Dr. Manney (Upswing director) as temporary chairman of the Department of Curriculum Development. This created a conflict of interest, in that Dr. Manney could no longer devote as much time and energy as she had planned to Project Upswing. Dr. Manney attempted to find a person qualified to take over her Upswing duties but was unable to do so. Thus she continued a triple role as department head, professor, and Upswing director, with the former two duties receiving priority.

COMMUNICATION GAPS

It is apparent that a certain amount of misunderstanding existed between the Cincinnati project and the USOE. The project director indicated to the ORI team that had she clearly understood from the beginning what the Office of Education wanted in Project Upswing, the University of Cincinnati probably would not have submitted a proposal.

The most important misunderstanding was related to the use of students as volunteers. The University of Cincinnati proposed that half of all volunteers were to be students who would receive course credit for tutoring. These would all be trained volunteers. The other half of the volunteers were to be recruited by the public school system from the community at large. The USOE apparently did not understand this intent. The official stand has been that the volunteer groups should contain a minimum number of students, especially students participating as part of a course requirement. The rationale behind this is that:

- Students receiving course credit are not clearly "volunteers."
- Students rarely remain active in community volunteer work after graduation.
- Students often have no personal means of transportation.
- Student schedules often conflict with tutoring schedules.
- Student populations are not representative of the general demographic makeup of the community.

Nevertheless, the Cincinnati proposal was accepted by USOE with no request for sample changes. As a result, the Cincinnati director was under the erroneous impression that extensive use of students would be acceptable. A further complication arose when attempts to recruit students proved unsuccessful because of conflicting schedules and transportation difficulties.

The additional communication requirement created by the division of responsibility for Upswing between the school system and the university also

caused some difficulty in Cincinnati. The school people frequently felt they were not fully informed about project details.

Another problem in communication was that the Office of Education was not kept informed of the progress of the Cincinnati project. Perhaps with closer contract monitoring some of the difficulties might have been avoided and the project kept alive.

INADEQUATE RECRUITMENT EFFORTS

It appeared that no special recruitment efforts were made for Upswing as an individual project. Upswing was just mentioned in the general recruitment campaign as one of four volunteer programs operating in the schools. No increase in the level of recruiting effort was made despite the additional need for volunteers caused by the project. Fewer than 20 volunteers had been recruited for Upswing by early November.

The specific recruitment techniques used in Cincinnati were not clear to the ORI evaluation team, but it seemed that an informal approach prevailed. Principals of Upswing schools were asked to recommend people from the neighborhood who might be interested in volunteering. These people were then contacted personally to see if they would participate. The school volunteer services staff gave speeches to various community service organizations and clubs in an attempt to recruit volunteers. Also mentioned were such methods as clipping lists of women active in various community activities from the society page of the newspaper and personally contacting them.

There was an unexpected drain on number of potential volunteers that worked to the detriment of Upswing recruitment. A university course that usually provided 100-300 volunteer tutors was redesigned so that it no longer supplied tutors to the schools. This put additional recruitment requirements on the already overtaxed volunteer programs.

PROBLEMS WITHIN CINCINNATI SCHOOL SYSTEM

The Cincinnati Public Schools operate three volunteer projects in addition to Project Upswing. Last year these projects utilized approximately 1,000 tutors throughout the public schools. The school system does not have the staff or finances to recruit and screen the tutors, so these tasks are given to women's service groups like the Junior League and the Council of Jewish Women. The schools apparently have two full-time staff members assigned to the volunteer programs. They make speeches to recruit volunteers and visit the schools to conduct training sessions.

Funding and Staffing Shortages

This year work has been hampered by severe budgeting problems because of the legislature's delay in approving the state education budget. Funding difficulties caused the schools to disband the School-Community Relations Department which, according to school staff members, would have played a significant role in a project like Upswing. The volunteer staff found itself having a difficult time operating the three projects previously assigned to it. Upswing appeared to be just an additional strain on the school system's already overtaxed budget and manpower, and the school people would have preferred to have the university assign a full-time staff member to the school system to handle the extra work. Since the original funds in the Upswing budget to pay the school system for its expenses had to be cut out, the school system did not receive any financial support for its Upswing efforts. As a result, Upswing was not a high priority item for the school system.

Lack of Enthusiasm for Upswing Approach

In contrast to the informality and close working relationship found at some of the other Upswing sites, the relationship between the university and the school system seemed to be on a strictly business basis. The school system staff seemed to have neither the time nor the inclination to exceed the minimum requirements of the project plan. In addition, the school system had two specific

reservations in regard to the implementation of Project Upswing. According to Robert Bolson, the chief school administrator responsible for the volunteer services division, the school people felt that the first grade children are too young to receive significant benefits from tutoring. Bolson said that at this level teachers are not well enough acquainted with the children to know which ones need help and what types of help are needed. He suggested that tutoring second grade children would be more productive. Bolson also said that many teachers objected to the length of time the children would have to be out of class to receive tutoring. The limited attention span of a 6-year-old child was mentioned as a further reason for shorter tutoring sessions. The time problem was accentuated by a change in the school schedule this year that resulted in school being dismissed 1 hour earlier than last year. Teachers already were concerned about their ability to cover the curriculum in a much tighter schedule than before. Taking children out of class for an additional 2 hours per week would only make a difficult situation worse from the teachers' point of view.

POSSIBLE CORRECTION MEASURES

Closer and more frequent contact between the project staff and the USOE staff might have avoided some of the misunderstanding that was responsible for many of the problems in Cincinnati. Two major communication gaps (a) the project director's assumption that USOE agreed with their heavy reliance on students as volunteers, and (b) USOE's apparent failure to notify the project director that more funds were available upon request. The project director had to cut out of her original budget the funds that would have gone to compensate the school system for its costs on Upswing. She stated that she would have requested additional funding to meet her original plans, had she known the money was available.

The chief recommendation for improving the project design was made by the school system's director of research. He suggested that the management and operation of a project such as Upswing would be much more naturally placed in the hands of the schools rather than a university. He pointed out that the schools would then have more incentive to make the project operate successfully.

Further, the school system staff would be more familiar with the schools, teachers, and children involved in Upswing than university staff. The school people know the individual principals personally and are much more likely to be able to anticipate problems and make the appropriate action than an outsider with no first hand experience in these areas. In addition of course, with the school system operating the project divided responsibilities and the associated communications problems would be reduced.

A second recommendation, offered by the project director, was that at least one staff member be assigned full-time to the project. This would make the project first priority for at least one person and would reduce the amount of coordination required when three or four people work only part-time on a project.

The project director also recommended funds be provided so the school system would not have to donate its personnel and services to Upswing. As mentioned previously, funds were available but the university was not aware of this.

A final recommendation for Cincinnati would be that the scope of the entire recruitment program be greatly expanded. In the judgment of the ORI evaluation team, the recruitment efforts undertaken by the school system were far too small a scale in view of the number of tutors needed. Apparently there was no city-wide publicity effort using the news media. Individual contacts with previous volunteers and speeches directed at local women's service groups might bring in some tutors, but, as all the other Upswing cities discovered, the bulk of the volunteers are recruited by using the public channels of information: newspapers, radio, and television. Cincinnati's hesitation to employ these media seems to account in large measure for the failure to recruit sufficient numbers of volunteers to function as an Upswing site.

V. REVIEW AND RECOMMENDATIONS

A review of the early successes and failures of Project Upswing, Phase I, is encouraging. Despite tight budgets, a considerable amount of imposed content and several communication gaps, the project is proceeding strongly in four cities, with 338 children receiving services, and an overall evaluation is in process.

It appears that although there have been some problems beyond the control of the project directors (such as a busing controversy in San Francisco), by and large, with the exception of Cincinnati, the major pitfalls were circumnavigated by the directors. However foresight is rarely perfect. Thus, some unforeseen problem areas have developed and the resulting hindsight will undoubtedly aid the project directors in planning the second year of Upswing. The areas seeming to cause most difficulty can be grouped as follows:

- Volunteer recruitment and attrition
- Assignment of volunteers to groups
- Training attendance
- Communication
- Reporting information to the ORI evaluation team

VOLUNTEER RECRUITMENT AND ATTRITION

The original volunteer recruitment objective, as stated by USOE, was to select a group of 100 volunteers in each city that would "represent the city's population." According to the "Project Upswing Summary" distributed at the directors' meeting in May 1971, "these volunteers will include housewives, neighborhood residents, senior citizens, and college students."

This guideline seems rather too generalized. It is not clear how far the cities were expected to go to obtain a volunteer mix that would "represent the city's population." Nor is it clear what USOE meant by representativeness. It now appears that the government was largely interested in obtaining fair minority group representation and the directors seem to agree that this would be desirable. However, the goal was not made explicit and no procedures for accomplishing it were discussed. Thus the cities relied on existing recruitment channels where they were available, regardless of exclusive or wide-reaching practices. (In Oxford, there was no existing recruitment mechanism. The director reports that considerable effort was made to bring in minority volunteers, including the elderly, but that most of these people dropped out quickly.) The San Francisco director reports a representative racial-ethnic mix. However, the other cities report a majority of middle and upper middle income, white, female, young- to middle-aged volunteers. Since race-ethnic data were excluded from the survey instruments, ORI has no way of documenting the mix on this factor.

It would seem impractical to require the volunteers to be statistically representative of the distribution of ethnic background, of age, income, education, and experience in each city's population. The time and dollar expense of recruiting such a representative group cannot be justified in view of Upswing goals. In addition, the poor, the uneducated, and the elderly are not the most readily available to serve as unpaid volunteers and might require more, or at least differentiated, training to tutor children with learning difficulties since they are the most likely to be threatened by the Upswing format. Perhaps a greater effort

to include a higher percentage of middle class minority volunteers would be an effective compromise for the second year.

It should be noted that ORI counts as attritees only those volunteers who have filled out registration forms. There may be some confusion of terms here, since it appears that the city directors also consider as attritees people who agreed to volunteer but dropped out before registering. Since ORI has no data on these people it is not possible to include them as recruited, and it does not seem worthwhile to try to determine their number since their interest in the project seems to have been ephemeral.

It is important to note that the attrition and recruitment rates reported by some cities in their interim reports do not correlate with the evaluation data received by ORI. It is anticipated that this condition will be cleared up in the near future. ORI must have complete registration and attrition information. It is very important that attrition cards show the reasons given for leaving the project, since a complete analysis of attrition is part of the evaluation requirement.

ASSIGNMENT OF VOLUNTEERS TO GROUPS

The universities in Project Upswing, with the possible exception of San Francisco State College, have not maintained controlled experimental volunteer groups. Criteria for placing volunteers in groups were not clearly stated by the Office of Education. The apparent intent (though unstated) was to generate matched experimental groups from which comparisons could be made. Nevertheless, many biasing factors such as lack of transportation, illness, personal desire for training, etc., were used both consciously and perhaps inadvertently to place people in the trained or untrained comparison groups. These factors will contaminate group comparisons and thus the evaluation design must be modified to produce meaningful results. The problem is compounded because the cities were not consistent in their deviations from the intended assignment plan.

TRAINING ATTENDANCE

It is difficult to determine what is a "trained volunteer." A volunteer who attends all training sessions clearly can be considered trained; but a volunteer who misses two or more scheduled sessions cannot clearly be considered trained.

Attendance records must be (and have been) carefully kept to assure that all trained volunteers participating are truly trained. There should be an arbitrary cut-off point in the percentage of time missed to enter into the definition of the trained volunteer. The data ORI has received indicate that on the whole attendance at the training sessions was far lower than expected. All Upswing projects have had some type of make-up sessions for those people who missed scheduled sessions. Make-up attendance records are necessary to assure an accurate picture.

ORI recommends, also, that attendance records should be kept on the inservice training sessions. All this will help in the final evaluation of the effectiveness of training in helping the volunteer tutor.

COMMUNICATION

Lack of communication may be the cause of some difficulties thus far experienced in Project Upswing. Two kinds of communication gaps have been observed by the ORI staff; namely, between the individual projects and the Office of Education, and intraproject communication.

Communication with USOE

Some individual projects have given somewhat untimely responses to USOE requests. Earlier requests for information might help solve such problems and would place less burden on the city project staff and schedules.

Intraproject Communication

Communication among staff members within projects, has, in some cases, been less than needed. Some of the more serious problems seem to arise when staff members other than the project director, have an incomplete and inaccurate picture of the project. Staff decisions have been made that are not consistent with the Upswing plan. For example, in one city the volunteers were divided into trained and untrained groups by a staff member who was not made aware of the reasons for the groups or the proper criteria for assignments.

A particularly serious communication problem exists where the project funds are not controlled by the project director. In one city this problem appears to be acute because the project director seems to be kept in the dark about available funds and has difficulty getting permission to spend needed money.

In a third area, good communication among the Office of Education staff over the life of the project is particularly important. USOE has the role of maintaining direction and consistency among all parties over time. Lack of communication there can result in misunderstanding and confusion about the project design and objectives.

REPORTING INFORMATION TO THE ORI EVALUATION TEAM

Although cooperation has been excellent, the evaluation of Project Upswing has placed an unforeseen burden upon the individual Upswing projects. Not only have individual projects had to distribute questionnaires, they also have been called upon to provide data on recruitment, attrition, test scores, attendance at training sessions, and other factors.

This service is costly to the individual projects, which are already somewhat understaffed. The result of this burden has been delays in data collection and possible inaccurate or incomplete reporting of data in some cases.

ORI therefore recommends that an estimate of the additional staff time needed to meet the evaluation burden be considered in the cost proposals for year two of Upswing. In addition, the ORI staff, will make every effort to ease the burden placed on the individual projects through advance notice and cooperative planning.

APPENDIX

For research purposes it is necessary that a uniform method of matching Upswing volunteers with children be used in all five cities. In Section I below, I will describe general principles, and in Section II, a specific technique for matching will be discussed. Of course, there will be exceptions from city to city because of individual conditions. If you are unable to match according to the following guidelines, please contact me so that we can agree on a method and I can make adjustments in my design.

Principals for Matching

- Attempt to obtain an equal number of children in each participating school, regardless of size. For example, if you have 8 schools of various sizes, try to select either 18 or 19 children at each school (150 ÷ 8 = 18.7).
- If one or more schools have less than 18 children eligible to participate, add to the number of children participating at the remaining schools so that the total number of participants remains at 150.
- Divide the number of participating children at each school by 3 (i.e., 18/3 = 6). This is the number of children at that school to be placed in each of the three research groups, (i.e., trained volunteer, untrained volunteer, control). For example, a school with 18 children participating should have 6 children with trained volunteers, 6 with untrained volunteers, and 6 with no volunteer (control). If a school is to have 19 children, the extra child, (19/3 = 6+1R) should be assigned at random to one of the 3 groups.
- Always match at random.

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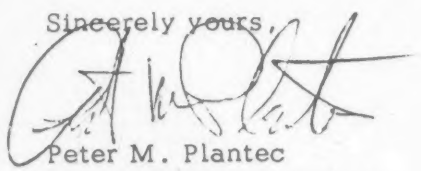
Method for Matching

- Match children and volunteers for each school separately. Write the names of all participating children from a single school on slips of paper of equal size, and place them in a hat (box, coffee can, etc.).
- Write the names of trained volunteers on slips of paper and place them in a second hat. Put in the names of as many trained volunteers as there are children in the school who are to have trained volunteers. The preferences of the volunteers for a particular school should be taken into account as much as possible in making assignments.
- Next place the names of the same number of untrained volunteers as there are children in the untrained volunteer group at the school in the same hat with the trained volunteers' names. Again, take volunteer's preference into account if possible. At this point, in the example above, you would have one hat containing 18 slips of paper with children's names and another hat containing the names of 6 trained and 6 untrained volunteers.
- In the final step, pull one name out of the children's hat and one out of the volunteers' hat. Staple them together. Continue until all volunteer names are matched with children names. In the example, this leaves 6 children's names in the hat as controls, 6 children randomly matched to untrained volunteers.
- Repeat this process for each of your schools until all matching is complete.

This method, which has been approved by Miss Chambers at USOE, is required in order to reduce bias in the statistical analysis of the findings.

As always, if any of the above seems unclear, or if there is a particular problem which makes this technique difficult to implement, please call me so that we can work it out on an individual basis.

Sincerely yours,



Peter M. Plantec
Senior Staff Psychologist

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